

5.W.1.1 Students can **compose** narrative, descriptive, expository, and persuasive text of one paragraph.

Learning targets to meet this standard:

- Plan by webbing/brainstorming/listing
- Consider audience
- Narrow focus of piece
- Establish detailed plot, point of view, setting, conflict
- Write effective lead/conclusion
- Describe characters with details
- Uses strong verbs and specific noun to carry plot
- Use adjectives to enhance descriptions
- Uses figurative language to enhance writing (personification, simile, metaphor, onomatopoeia)
- Organize text using transition words, logical sequence and paragraphing
- Vary complexity length, and beginning of sentences (simple and compound sentences)
- Compare/contrast
- Uses personality when writing (voice)
- Rereads writing
- Revise to improve style and content, and elaborate details and examples
- Share work with peers
- Determines publishing format (brochure, journal, presentation, script, letter, etc.)
- Uses a rubric to self-evaluate

Verbs Defined:

- Compose - write

Key Terms Defined:

- Narrative - tells a story
- Descriptive - describes person, place, thing

Teacher Speak:

Students can compose (write) narrative and descriptive texts of one paragraph or more.

Student Speak:

I can write (compose) narrative and descriptive texts of one paragraph or more.

Examples:

Possible resources/references:

5.W.1.2 Students can **express** ideas; **reflect** on personal thoughts, opinions, and observations; and **respond** to literature through writing.

Learning targets to meet this standard:

- Make observations and record findings
- Make journal entries based on personal experiences
- Respond to literary work in reference to the text

Verbs Defined:

- Express - tell my thoughts in writing
- Reflect - recall the past
- Respond - write what you think

Key Terms Defined:

Teacher Speak:

Students can express (tell their thoughts in writing) ideas; reflect (recall from the past) personal thoughts, opinions and observations; and respond (write what they think) to literature through writing.

Student Speak:

I can tell my thoughts in writing (express ideas); recall from my past (reflect) personal thoughts, opinions, and observations; and write what I know (respond) to literature through writing.

Examples:

Possible resources/references:

5.W.2.1 Students can **punctuate** and **capitalize** text including dialogue.

Learning targets to meet this standard:

- Punctuates direct/indirect quotes
- Punctuates using commas
- Punctuates using quotation marks
- Punctuate using capitalization placement
- Uses paragraphs in dialogue
- Proofreads for punctuation and capitalization

Verbs Defined:

- Punctuate - insert standardized marks to clarify meaning
- Capitalize - use capital letters

Key Terms Defined:

Teacher Speak:

Students can punctuate (insert standardized marks to clarify meaning) and capitalize (use capital letters) text including dialogue.

Student Speak:

I can insert standardized marks to clarify meaning (punctuate) and use capital letters (capitalize) text including dialogue.

Examples:

Possible resources/references:

5.W.2.2 Students can **identify** and **incorporate** verbs in the writing process.

Learning targets to meet this standard:

- Review nouns and interjections
- Identify action verbs
- Identify linking verbs
- Identify helping verbs
- Identify transitive/intransitive verbs
- Identify regular verbs
- Identify irregular verbs (lie, laid)
- Identify tenses (past, present, future, past participle)

Verbs Defined:

- Identify - show what I know by speaking and/or writing
- Incorporate - use

Key Terms Defined:

- Writing process - The steps a writer uses to compose a text. This may include prewriting, writing, revising, editing, and publishing.

Teacher Speak:

Students can identify (show what they know by speaking and/or writing) and incorporate (use) verbs in the writing process.

Student Speak:

I can show what I know by speaking and/or writing (identify) and use (incorporate) verbs in the writing process.

Examples:

Possible resources/references: